



Westminster School

2021 YEAR

7 – 12

MUSIC

Westminster School

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MUSIC – Compulsory subject

This is a full year subject. All Year 7 students have 1 lesson per week. For those students not doing a Semester of Dance, they will have 2 lessons of Music per week.

STUDY DESCRIPTION

By the end of this course students will be able to understand a variety of concepts in Music through a practical emphasis. Students will experience ensemble performance, basic reading and writing of music and aural recognition and composition techniques.

Students who learn an instrument will be in the Year 7 band. Students who do not learn an instrument will take part in a general Music class where there will still be a practical focus using percussion, singing, ukulele and other mediums to provide a general Music curriculum and foundation for being able to continue Music in Year 8.

COURSE CONTENT

During the course of their work in Music, students will have the opportunity to experience and develop their skills:

- in musicianship and performance in an instrumental ensemble
- in basic composition
- in Music history
- in the use of technology in Music
- in linking Music with the other Arts

OUTCOMES

Students will:

- extend their current knowledge of Music and performance skills
- gain an appreciation and understanding of music and its links with the Arts and with society
- have the opportunity to work independently and as part of team
- have the opportunity to develop self-discipline and self-motivation
- have the opportunity to grow creatively
- have an opportunity to enjoy Music now and to carry that with them for life

ASSESSMENT

The assessment of progress in Years 7-10 is continuous and teachers will use a variety of assessment methods. During the course of the year the assessment tasks will measure each students' knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative assessment, summative class topic tests, final examinations or performances, SEQTA quizzes, written tests, oral or multimedia presentations, or projects.



MUSIC – Elective subject

This is a full year subject.

STUDY DESCRIPTION

By the end of this course students will be able to understand a variety of concepts in music through a practical emphasis. Students will experience solo and ensemble performance (both instrumental and vocal), basic reading and writing of music and aural recognition and composition techniques.

Advanced students will be extended in performance and musicianship.

All students will undertake or continue tuition on an instrument. An integral part of the Year 8 Elective Music Program is that all students begin tuition on a band instrument if they are not currently learning one.

COURSE CONTENT

During the course of their work in Music, students will have the opportunity to experience and develop their skills:

- in musicianship and performance, as a soloist or in an ensemble (both instrumental and vocal)
- in basic composition
- in the use of technology in music
- in linking music with the other Arts

OUTCOMES

Students will:

- extend their current knowledge of music and performance skills
- gain an appreciation and understanding of music and its links with the Arts and with society
- have the opportunity to work independently and as part of team
- have the opportunity to develop self-discipline and self-motivation
- have the opportunity to grow creatively
- have an opportunity to enjoy music now and to carry that with them for life

ASSESSMENT

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the year the assessment tasks will measure each students' knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative assessment, summative class topic tests, final examinations or performances, SEQTA quizzes, written tests, oral or multimedia presentations, or projects.

ACHIEVEMENT STANDARD

By the end of Year 8, students **identify** and **analyse** how the elements of music are used in different styles and **apply** this knowledge in their performances and compositions. They **evaluate** musical choices they and others from different cultures, times and places make to communicate meaning as performers and composers.

Students **manipulate** the elements of music and stylistic conventions to compose music. They **interpret**, rehearse and perform songs and instrumental pieces in unison and in parts, demonstrating technical and expressive skills. They use aural skills, music terminology and symbols to **recognise**, memorise and notate features, such as melodic patterns in music they perform and compose.



MUSIC – Elective subject

Music is a full year subject.

STUDY DESCRIPTION

The music course covers three main areas of study.

Practical Studies - individual instruction, ensemble work, regular performances listening to recordings and attending performances.

Aural Awareness, Theoretical Studies and Music History – through teacher-directed learning, individual and group work and computer-assisted learning.

Music Industry Skills – through teacher and tutor directed learning and hands on practical and technical experiences.

It is important students who take up music as a subject understand the following requirements:

- Students should be undertaking tuition on an instrument
- Students should be able to read music
- Students may be required to perform at concerts outside of normal school hours
- Students will be expected to participate in at least one co-curricular performance group

COURSE CONTENT

By the end of the course students will be able to:

- extend their musicianship and technical skill on their chosen instrument(s)
- perform as a soloist and in an ensemble
- develop aural awareness
- extend practical and theoretical knowledge in music theory, song writing, composition and arranging
- study units within the course such as the history of rock, performance techniques and critique writing, and computer generated programs
- express ideas using musical notation and live performance

OUTCOMES

Students will:

- develop an appreciation of music
- increase skills in musical performance, music theory, composition, arranging and aural awareness
- be given the chance to develop self-discipline and self-motivation
- be given the opportunity to work co-operatively and creatively with other musicians



Westminster School

YEAR 9 - 2021

ASSESSMENT

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the year the assessment tasks will measure each students' knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative assessment, summative class topic tests, final examinations or performances, SEQTA quizzes, written tests, oral or multimedia presentations, or projects.



MUSIC – Elective subject

Music is a two-semester subject

STUDY DESCRIPTION

The music course covers the following areas of study:

- Practical Studies - individual instruction, ensemble work, participating in regular performances, listening to recordings and attending performances
- Aural Awareness, Theory and Music in Society - through teacher-directed learning, individual and group work and through computer-assisted learning

It is important students who take up music as a subject understand the following requirements:

- Students need to have been undergoing tuition on their instrument for at least two years and must continue to learn in the instrumental program or privately
- Students must be able to read music (treble & bass clef minimum)
- Students will be required to perform at concerts outside of normal school hours
- Students will be expected to participate in at least one co-curricular performance group
- Participation in a co-curricular group will assist in the development of performance, aural and musicianship skills as taught in this course. Development of leadership skills and interaction with a wide range of students often occurs in Co-curricular performance groups as these groups involve students from across the school

COURSE CONTENT

By the end of the course, students will be able to:

- extend their musicianship and technical skill on their chosen instrument(s)
- develop their skills as soloist and a member of an ensemble
- develop aural awareness, skills and understanding of music
- extend practical and theoretical knowledge by performing, composing, arrangements
- develop appreciation and understanding of music through an historical study of music and its role in society
- express ideas/emotions/feelings, through performance and composition

OUTCOMES

Students will:

- further develop an appreciation and understanding of music and its place in society
- improve skills in musical performance, music theory, composition, arranging and aural awareness
- develop individual expression through performance, research tasks, composition and arranging
- work cooperatively and creatively with other musicians
- gain an appreciation of how music reflects and its role in society



Westminster School

YEAR 10 - 2021

ASSESSMENT

The assessment of progress in Years 8-10 is continuous and teachers will use a variety of assessment methods. During the course of the year the assessment tasks will measure each students' knowledge, skills and understanding against the ACARA Achievement Standards.

Assessment may take the form of continuous formative assessment, summative class topic tests, final examinations or performances, SEQTA quizzes, written tests, oral or multimedia presentations, or projects.



YEAR 11 - 2021

MUSIC

This is a full year subject.

ASSUMED PRIOR KNOWLEDGE

It is desirable that students have successfully completed Year 10 Music at Westminster School or its equivalent.

STUDY DESCRIPTION

These programs are designed for students with a substantial background in music. Music Advanced programs will provide pathways to the range of Stage 2 Music subjects. Music Experience programs will provide pathways to Music Performance only.

Students will:

In this subject, students are expected to:

- develop and apply knowledge and understanding of musical elements
- explore and apply musical skills and techniques in developing, refining, and presenting creative works
- develop musical literacy skills
- analyse, discuss, and interpret musical works and styles
- communicate musical ideas
- reflect on own learning in music.

COURSE CONTENT

The subject consists of the following strands:

- understanding music
- creating music
- responding to music

The strands are interconnected and are not intended to be taught independently. Students develop an understanding of the elements of music and apply this understanding to create their own music as performances, arrangements, or compositions. They develop their musical literacy through responding to and reflecting on their own and others' musical works.

OUTCOMES

Students will:

- develop their technical and interpretative skills on a chosen instrument or through voice
- develop their ability to sing or play musically and stylistically through a practical study of repertoire for your instrument or voice
- appraise their own performances and those of others; communicate clearly their ideas about musical performance



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- aurally recognise and identify rhythmic, melodic and harmonic aspects of music
- understand and utilise musical notation
- harmonically analyse piano music and voice chords
- create a musical arrangement and present a score of your arrangement
- write critical and appreciative essays about music
- communicate clearly their ideas and the ideas of others about music

ASSESSMENT

Assessment at Stage 1 is School-based. Students demonstrate evidence of their learning through the Assessment Types listed below.

- **Assessment Type 1: Creative works**
- **Assessment Type 2: Musical Literacy**

Assessment will occur in a variety of ways:

- Practical and performance examination
- Written examinations and assessment covering aural, history and theoretical studies
- Composition and arrangement projects
- Continual assessment of practical and theoretical studies

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Understanding Music

The specific features are as follows:

UM1 Development of knowledge and understanding of musical elements.

UM2 Communication of musical ideas.

Creating Music

The specific features are as follows:

CM1 Application of knowledge and understanding of musical elements.

CM2 Exploration and application of musical skills and techniques in developing, refining, and presenting creative works.

CM3 Interpretation of musical works.

Assessment will occur in a variety of ways:

- Practical and performance examination
- Written examinations and assessment covering aural, history and theoretical studies
- Composition and arrangement projects
- Continual assessment of practical and theoretical studies

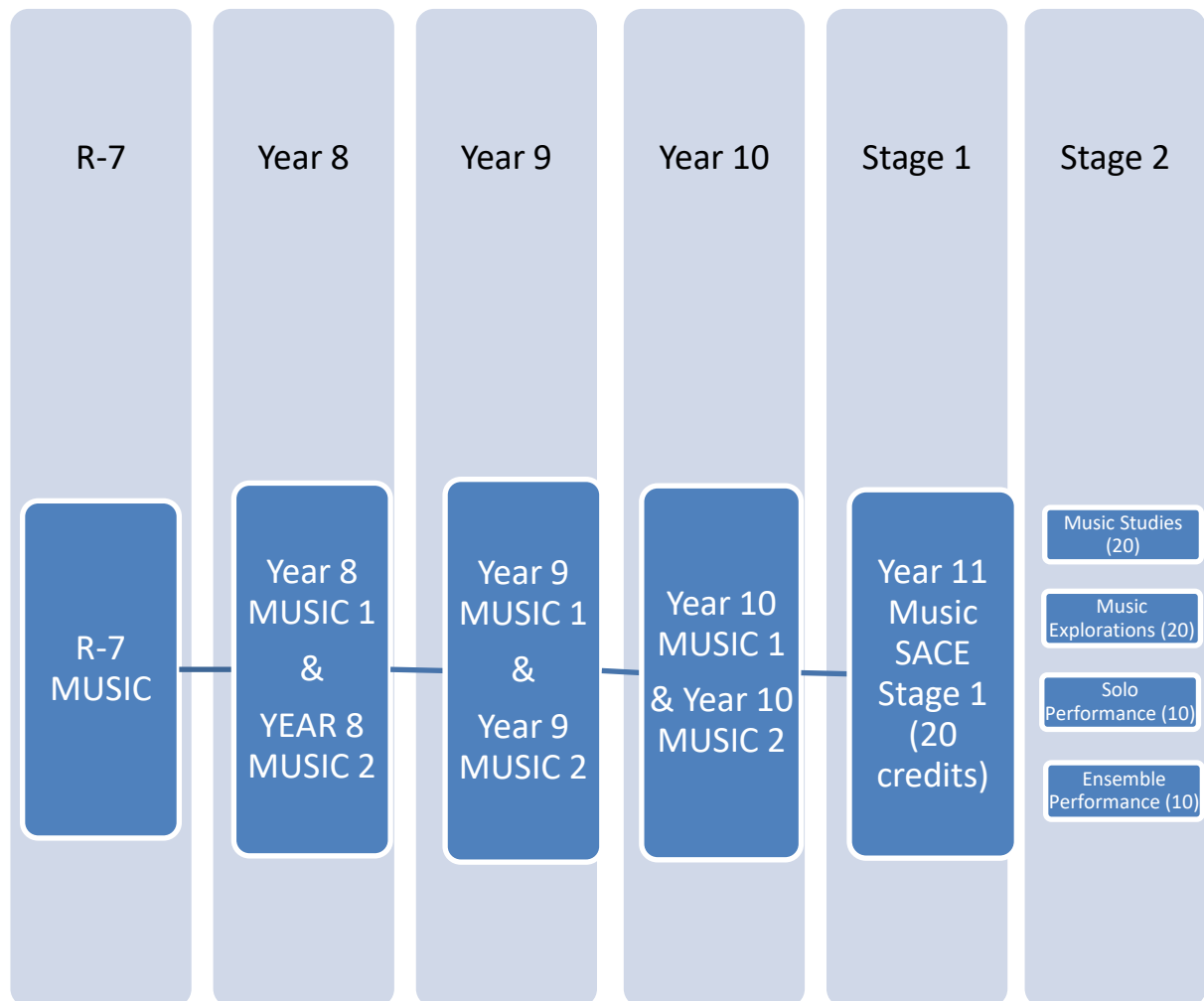


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Responding to Music

The specific features are as follows:

- RM1 Development of musical literacy skills.
- RM2 Analysis and discussion of musical works and styles.
- RM3 Reflection on own learning in music.





MUSIC

Stage 2 Music is divided into 4 different subjects, two worth 10 credits and two worth 20 credits. Any number of music units may be undertaken at stage 2 level.

ASSUMED PRIOR KNOWLEDGE

It is desirable that students have completed Stage 1 Music at Westminster School or its equivalent.

MUSIC PERFORMANCE – ENSEMBLE (10 CREDITS)

STUDY DESCRIPTION

The organization of Music Performance - Ensemble is based on 1-unit (10 credits). Students need to demonstrate their learning through Performance (Assessment Type 1), Performance and Discussion (Assessment Type 2), and a Performance Portfolio (Assessment Type 3). Ensemble Performance may take the form of an instrumental or Vocal Ensemble that is approved by the Director of Music. This may include:

- A small ensemble of two or more performers
- An orchestra
- A band
- A choir or vocal ensemble
- A performing Arts production (as a singer or instrumentalist in an ensemble)

COURSE CONTENT

Understanding Music, Creating Music, Responding to Music

Ensemble Performance is taught by individual instruction, master classes, performances - observing and participating, listening to recordings, analysing selected works, attending and reviewing performances. Students must be regular and committed to all rehearsals and performances as designated by the school.

ASSESSMENT

EVIDENCE OF LEARNING

School Assessment (70%)

Assessment Type 1: Performance (30%)

Assessment Type 2: Performance and Discussion (40%)

External Assessment (30%)

Performance Portfolio (30%)

Students provide evidence of their learning through four assessments, including the external assessment component. Students complete:

- One performance of set of performances
- One performance of set of performances and discussion
- One Performance portfolio



MUSIC PERFORMANCE – SOLO (10 CREDITS)

STUDY DESCRIPTION

The organization of Music Performance - Solo is based on 1-unit (10 credits). Students need to demonstrate their learning through Performance (Assessment Type 1), Performance and Discussion (Assessment Type 2), and a Performance Portfolio (Assessment Type 3). Students may choose instruments (voice, acoustic, and/or electronic) and notation as appropriate to the focus of their learning. They may perform either solo or as a soloist with an accompanist, or backing musician or backing track.

COURSE CONTENT

Understanding Music, Creating Music, Responding to Music

Ensemble Performance is taught by individual instruction, master classes, performances – observing and participating, listening to recordings, analysing selected works, attending and reviewing performances. Students must be regular and committed to all rehearsals and performances as designated by the school.

ASSESSMENT

EVIDENCE OF LEARNING

School Assessment (70%)

Assessment Type 1: Performance (30%)

Assessment Type 2: Performance and Discussion (40%)

External Assessment (30%)

Performance Portfolio (30%)

Students provide evidence of their learning through four assessments, including the external assessment component. Students complete:

- One performance of set of performances
- One performance of set of performances and discussion
- One Performance portfolio



YEAR 12 - 2021

MUSIC EXPLORATIONS

STUDY DESCRIPTION

Music Explorations is a 20 credit subject. At Westminster we offer a Composing Focus OR a Technology focus. Tasks are completed across three areas; Music Literacy, Music Explorations and Creative Connections. Courses in some parts of this subject can be tailored to focus on students strengths and interests. This is done in consultation with music staff.

COURSE CONTENT

Understanding Music, Exploring and Experimenting with Music, Responding to Music

Students undertake three studies that demonstrate their understanding of musical elements, style, influences, techniques, music notation, comparative works. They compose and/or arrange musical works and write a commentary to develop their analytical skills OR complete a range of skill development exercises that extend their knowledge and understanding of acoustics, mixing console, microphones and audio and recording related work. They create a major composition or arrangement in any musical style of three to four minutes duration OR they create a major project recording with a focus on technology as a tool for recording and producing music.

ASSESSMENT

EVIDENCE OF LEARNING

School Assessment (70%)

Assessment Type 1: Musical Literacy (30%)

Assessment Type 2: Explorations (40%)

External Assessment (30%)

Creative Connections (30%)

Students provide evidence of their learning through five assessments, including the external assessment component. Students complete:

- Three musical literacy tasks
- One portfolio of explorations
- One creative connections task



MUSIC STUDIES

STUDY DESCRIPTION

Music Studies is a 20 credit subject. Tasks are completed across three areas: Creative Works, Music Literacy and an examination. This is done in consultation with music staff. Students present a portfolio of their own creative works which may be a performance or performances, a composition or compositions, or an arrangement or arrangements. This includes a reflection on their own works. Music Literacy could include an arrangement or composition, comparative analysis, an extension to core harmony, or analysis of aspects of the performance of others. Students complete a two hour examination where a formula sheet will be provided.

COURSE CONTENT

Understanding Music, Exploring and Experimenting with Music, Responding to Music

Students:

Reflect on musical influences on own original creations
Synthesize findings and express musical ideas
Apply knowledge and understanding of musical elements
Apply musical skills and techniques in developing, refining and presenting creative works
interpret musical works
Manipulate musical elements
Apply a range of musical literacy skills, including aural perception and notation
Deconstruct and analyse musical works and/or styles

ASSESSMENT

EVIDENCE OF LEARNING

School Assessment (70%)

Assessment Type 1: Creative Works (40%)

Assessment Type 2: Musical Literacy (30%)

External Assessment (30%)

Examination (30%)

Students provide evidence of their learning through five assessments, including the external assessment component. Students complete:

- One portfolio of creative works
- Three musical literacy tasks
- One examination